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THE IMPACT OF PARENTING STYLES ON THE SOCIO-EMOTIONAL DEVELOPMENT OF 5-6 YEAR-OLD CHILDREN IN LABULIA VILLAGE, JONGGAT DISTRICT, CENTRAL LOMBOK REGENCY

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ABSTRACTS	ARTICLE INFO
<p>This study aims to determine the impact of parenting styles on the social and emotional development of children aged 5-6 years in RT 15, Labulia Hamlet, Labulia Village, Jonggat District, Central Lombok Regency. This study used a qualitative method, with data sources consisting of parents, children aged 5-6 years, and neighbors. Data collection techniques used in this study included observation, interviews, and documentation. Data analysis was conducted using Miles and Huberman, with the steps of data reduction, data presentation, and conclusions. The results of the study revealed that parents use different parenting styles for the social and emotional development of children aged 5-6 years. Several parenting styles applied by parents to children aged 5-6 years can impact their social and emotional development. The impact of authoritarian parenting is that children lack self-confidence in their social environment, while the impact of permissive parenting is that children tend to develop uncontrolled behavior so that children find it difficult to obey rules and the impact of democratic parenting is that children act actively in their lives. The conclusion of this study is that parenting styles significantly influence the social and emotional development of children aged 5-6 years.</p>	<p>Article History: Received: August 17th 2025 Revised: August 27th 2025 Published: August 2025</p> <p>Keywords: Parenting Styles, Social and Emotional Development, Children Aged 5-6 Years</p>

INTRODUCTION

Early childhood is a group of children undergoing a unique growth and development process. This suggests that early childhood has different growth and development patterns, for example, physical, cognitive, social and emotional development, creativity, language, and communication, according to the developmental stage they are going through. Education is a field that focuses on the teaching and learning process to understand the circumstances of educators and students. Education is one way to enhance knowledge gained through both formal and informal education. One type of education in society is early childhood education.

According to Law Number 20 of 2003 concerning the National Education System, early childhood education (ECE) is for children aged 0-6 years, provided with educational stimulation to foster physical and spiritual growth and development, ensuring they are prepared for further education. Early education will maximize the development of various aspects of a child's development. According to Yusuf, development is a process experienced by each individual gradually toward adulthood, occurring in a regular, progressive, and balanced manner, both psychologically and physically. One aspect of child development is social and emotional development. According to Hurlock, the social and emotional development of children between the ages of 5 and 6 years is a series of adaptation processes to the values of a group within the wider community, in accordance with customary practices, such as playing with others, learning, and working together. Early childhood social and emotional development requires special attention, as it must be nurtured during early childhood, or what is commonly referred to as formation.

Based on this, the social and emotional developmental milestones for children aged 5-6 years include being cooperative with peers, demonstrating tolerance, and showing empathy toward others. Cooperative behavior toward peers is demonstrated by a child's willingness to work together in activities, while tolerance is characterized by mutual respect and appreciation for each other's beliefs. Empathy, on the other hand, is a child's ability to understand the feelings of their peers. Children's social and emotional development is strongly influenced by family factors. The family is the primary setting for all children. Parents are the primary educators within the family, and it is their duty and responsibility to educate their children within the family environment. Parents are the primary providers of this foundation, providing their children with valuable input, including education. Parents should pay attention to this, as a child's behavior is generally shaped by what happens to or is observed in their parents. Parents play a crucial role in a child's social and emotional development. Thus, it can be understood that parenting patterns are how parents treat children, educate, guide and discipline children in achieving a process of maturity, so that in an effort to maintain norms that are generally maintained by society. As Fawzia emphasized, parenting styles will influence a child's social and emotional development and personality. A good parenting style will positively influence a child's social and emotional development. In his book, "Patterns of Parenting," Hurlock argues that there are three types of parenting styles: authoritarian, permissive, and democratic. These three parenting styles have a significant influence on a child's social and emotional development. Therefore, parents must be precise in implementing and choosing the right parenting style for their children.

Based on the researchers' initial observations, it was clear that children's development varies, both in terms of social and emotional development. In Labulia Hamlet, low social and emotional development was evident in children's difficulties in self-control and emotional outbursts, such as frequent anger outbursts and difficulty sharing with friends. These observations were reinforced by interviews with Mrs. Maknah, who found that parents were very strict, putting pressure on their children, prohibiting them from eating indiscriminately, and limiting their social interactions, resulting in low self-confidence. This impacted children's growth and development, including fear, irritability, low self-confidence, and suboptimal brain and cognitive development. Therefore, parents must be able to choose the

right parenting style so that children are intelligent, wise, and receive optimal stimulation for their growth and development. Based on the above description, the researchers conducted a more in-depth study of the impact of parenting styles on the social and emotional development of children aged 5-6 years in Labulia Hamlet, Jonggat District, Central Lombok Regency.

RESEARCH METHODS

This research employed qualitative methods. Qualitative research methods are used to examine natural objects, where the researcher is the key instrument. Data collection techniques are combined, data analysis is inductive, and the results emphasize meaning over generalization. This study employed a qualitative research method with a descriptive approach. The data collected are descriptive in nature, based on the phenomena being studied, namely parenting patterns on the social and emotional development of children aged 5-6 years. Primary data sources for this study were obtained from parents, grandparents, neighbors, and children aged 5-6 years. Secondary data sources were obtained from written documentation such as observation notes and interviews, as well as photographs related to the research. Data collection techniques are the most important step in research, as the researcher's primary goal is to obtain data. Without understanding data collection techniques, researchers will not obtain data that meets established data standards. Several data collection techniques exist, including observation, interviews, and documentation. Qualitative researchers must follow certain procedures to collect data in the field. In this case, the researcher used 3 data collection techniques, namely Observation, Interviews and Documentation. Data analysis techniques are methods or ways of systematically searching for and organizing data obtained from observations, interviews, and documentation, making it easier for researchers to determine a theme, problem, and solution for a study. The data analysis technique used by the researcher is based on the opinion of Miles and Huberman.

RESEARCH FINDING AND DISCUSSION

A. Family Environment

My child's family environment has a significant influence on socializing. He can only socialize with those closest to him, such as me, his father, and his older sibling. He still has difficulty socializing with others. He is shy because he is not used to talking to others. When my child is invited out of the house, such as to family events, he rarely wants to go because he is shy about meeting people. So, when taken to crowded places, he always sticks close to me and doesn't want to be far from me. He is also very shy with his friends. My child also gets angry easily, so as a parent, I am very firm in educating my child so that he doesn't dare to rebel against me. Therefore, I have made rules to prevent my child from breaking them. This was confirmed by Azril's grandmother, Mrs. Janah, who stated: Judging from Azril's daily life, he's a child who doesn't socialize with his friends because he always goes wherever his mother goes and rarely interacts with his friends. I also see Azril as a shy child. His mother also limits his social interactions because he's given too many rules to limit his freedom of social interaction. Consequently, Azril tends to be shy with his friends because he rarely hangs out or interacts. Based on observations, interviews, and the experts mentioned

above, it's understandable that parents who implement an authoritarian parenting style tend to result in children lacking self-confidence in their social environment. Children's emotions also tend to be sad, anxious, and fearful. This condition is caused by the child not having a good relationship with their parents or the lack of social interaction that their parents need for enjoyable interactions.

B. Social Environment

The social environment is where everyday life takes place. It is also a determining factor in a child's social and emotional development. As Hurlock said, social emotional development is the development of behavior that is in accordance with social demands, where social emotional development is a process in which children train social stimuli, especially those obtained from group demands, and learn to socialize and behave. Hurlock's opinion aligns with the researcher's observations in Labulia Hamlet, RT 15. During the observation, the researcher observed Sofi being told to go home by her mother while she was at a friend's house. Her mother immediately sent her home with an angry expression because she refused to leave her friend's house. When Sofi's mother spoke harshly, Sofi immediately went home. Based on observations and interviews, and according to experts, it can be concluded that the social environment can impact a child's social and emotional well-being. Children tend to be sad when separated from their friends, become moody and sulky, and lack self-confidence.

C. Education

Education is a conscious effort to prepare students through guidance, teaching, and training in their roles. Parental education is also crucial for a child's social and emotional development. Parents must have broad insight to guide their children at home, as the most important education is provided by their parents. As Moccoby and McLoby state, parental education can influence both formal and informal parenting patterns. McLoby's opinion above aligns with an interview with Alfin's parent, Mrs. Sahnim, who stated: I went to high school, and I even got married before I received my graduation certificate. Alfin's father also graduated from high school. Now, I'm just concerned with how to make ends meet. That's why, as a mother, I don't strictly forbid my child from socializing with anyone, and in fact, I give him more freedom to do whatever he wants. Especially when it comes to education, I never forbid my child from going to school, as long as he wants to, so he doesn't end up like me. Based on the observations, interviews, and expert opinions above, it can be concluded that this tends to lead to uncontrolled behavior in children, making it difficult for them to interact with their peers. Children also find it difficult to obey rules because they are not accustomed to them, often breaking them, and parents becoming lenient with their children's every desire.

D. Becoming a Good Role Model for Children

Parents are the primary source of education at home. As a child's first teacher, they are worthy of emulation and imitation. Parents must be good role models for their children. If parents can instill good character traits in their children, then the children will naturally develop good personalities in accordance with what they see in their parents. As Hurlock argues, everyone differs in their energy levels, patience, intelligence, attitude, and maturity. These characteristics will influence parents' ability to fulfill the demands of their parenting

role and their level of sensitivity to their children's needs. Hurlock's opinion above aligns with the results of observations conducted by researchers in Labulia Hamlet, RT 15, which revealed that when parents communicate with their children, they use polite Sasak language, such as "betiang berenggih" (Sasak language, yes, I do). This is also practiced by their grandmothers to help children become accustomed to communicating well and politely. The interview results above align with Muallifah's opinion that the characteristics of a democratic parenting style include always supporting a child's activities without limiting their potential and creativity, while still guiding and directing the child. The rights and obligations between children and parents are balanced, and parents provide explanations and reasons for any punishments they receive. Diana Baumrind also explained that a democratic parenting style can impact a child's social and emotional development. The impact of a democratic parenting style is that children will be active in their lives, full of initiative, full of responsibility, self-confident, social, open to criticism, emotionally stable, and easy to interact with. Based on observations, interviews, and expert opinions, the researcher concluded that Ghaazi's parents strive to accustom their children to using polite language. The parents themselves use polite language, thus emulating their parents' frequent use. Parents are the primary role models for children. This results in children becoming accustomed to mutually agreed-upon rules, developing discipline, managing anger, sharing and taking turns with peers. The impact of a democratic parenting style is that children are active in their lives, full of initiative, a sense of responsibility, self-confidence, social skills, openness to criticism from others, emotional stability, and ease of interaction.

CONCLUSION

Based on the research conducted, the researcher can draw the following conclusions: Parenting patterns of parents towards the social emotional development of children aged 5-6 years in Labulia Hamlet, Labulia Village use different parenting patterns including: (a) authoritarian parenting patterns, (b) permissive parenting patterns, and (c) democratic parenting patterns

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